



Book Share | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this inclusive upper elementary classroom, students use augmentative and alternative communication (AAC) devices to have a conversation about a book. Peers ask questions about a book one student just read or listened to. The student uses a single message voice output device to start the conversation and then transitions to a more comprehensive communication system. The peers ask yes/no questions and model on the comprehensive communication system to support the interaction. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Speaking and Listening

What others areas of ELA instruction that are also addressed in this video?

Language

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes

Which best describes the context for the instruction?

Self-contained Setting

Iowa Comprehensive Literacy Modules



All of the videos include one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Physical Disabilities; Communication Impairments

What are the primary Essential Elements that are linked to the video?

- EE.SL.5.1.a Engage in collaborative discussions. Come to discussion prepared to share information.
- EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.

What additional Essential Elements can be linked to the video?

EE.L.5.3 Use language to achieve desired meaning when communicating.

What other grade level Essential Elements can this teaching strategy be used?

- EE.SL.2.1.a Participate in conversations with adults and peers. Engage in multiple-turn exchanges with peers with support from an adult.
- EE.L.2.3.a Use language to achieve desired outcomes when communicating. Use symbolic language when communicating.
- EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.
- EE.L.3.3.a Use language to achieve desired outcomes when communicating. Use language to make simple requests, comment, or share information.
- EE.L.4.3.c Use language to achieve desired outcomes when communicating. Communicate effectively with peers and adults.
- EE.SL.4.1.a Engage in collaborative discussions. Contribute ideas from prior knowledge of a text during discussions about the same text.
- EE.SL.6.1.c Engage in collaborative discussions. Ask and answer questions specific to the topic, text, or issue under discussion.
- EE.SL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
- EE.SL.7.1.c Engage in collaborative discussions. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.
- EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.



What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

- Supporting Participation in Discussion
- Speaking and Listening

What other resources can be linked to the video to learn more about the instruction?

- DLM^a Core Vocabulary and Communication
- Project Core: <http://www.project-core.com/>
- Information about PODD Communication Book the student is using:
<http://www.spectronics.com.au/product/pragmatic-organisation-dynamic-display-podd-communication-books-direct-access-templates>
- Using Aided Language: <http://praacticalaac.org/strategy/using-aided-language-input-to-build-communication-opportunities/>